

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☒ Urban or large central city

☐ Suburban school with characteristics typical of an urban area

☐ Suburban

☐ Small city or town in a rural area

☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	35	22	57
K	33	29	62	7	33	24	57
1	23	32	55	8	29	29	58
2	37	28	65	9			0
3	24	39	63	10			0
4	39	24	63	11			0
5	28	37	65	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							545

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
93 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	543
(5)	Total transferred students in row (3) divided by total students in row (4).	0.018
(6)	Amount in row (5) multiplied by 100.	1.842

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 47

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Visitation School does not participate in free and reduced-price meals. These numbers are instead derived from anonymous income eligibility surveys sent yearly to each family.

10. Students receiving special education services: 11 %

Total Number of Students Served: 59

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>43</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>2</u>
Paraprofessionals		<u>1</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>40</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	97%	98%	98%
Daily teacher attendance	95%	95%	96%	96%	96%
Teacher turnover rate	7%	7%	10%	8%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u> </u>	%

PART III - SUMMARY

Visitation Catholic School is a ministry of Visitation Parish in Kansas City, Missouri. Located in the heart of Kansas City, Visitation was founded in 1922 and has secured its niche as an integral part of this vibrant urban community. Our motto, "faith, academics, and tradition" exemplifies our strong belief in the link between learning and belonging to a strong faith community. Our 545 students in kindergarten through eighth grade are provided with academic excellence in a Christ-centered environment, while being taught to be active participants in the greater community.

A visitor to Visitation School would feel the warmth of our school environment immediately. Teachers and staff, as well as our amazing parent-support system, lead by example in creating an environment in which every child is a respected and valued member of our community. Students are nurtured, yet there is a rigorous balance between core subjects and cultural values with a Catholic emphasis on service to others. From this solid base, Visitation students are empowered to achieve academically and serve the community.

At Visitation, academic excellence begins with our dedicated and inspired staff. Teachers meet monthly in Professional Learning Communities (PLCs) designed to implement creative and student-focused, Differentiated Instruction teaching methods. Our principal or assistant principal meets with each student during the school year to discuss his or her own personal progress and review goals for the upcoming quarter.

In the classroom, Visitation's teachers inspire our students to achieve their personal best. Students benefit from state-of-the-art technology such as Smart Boards that are incorporated into everyday learning. Differentiated Instruction gives teachers the ability to focus on individual learning styles and needs. Our S.E.E.K. program (Students Encouraged through Enrichment and Knowledge) provides educational enrichment to qualifying students in grades four through six. In addition, students participate in the Accelerated Reader program, which is designed to help motivate, monitor and manage students' independent reading. Students who need individualized reading and language help can utilize our nationally awarded Essential Learning Systems program.

Visitation's School of Service Program puts our commitment to the community in action. Students are encouraged to self-elect the number of service hours they will personally provide during the year. Last year alone, our students provided over 7,000 hours of service to our community.

Parents model their faith and service to their children through their visibility at school - participating in weekly all-school Mass and Monday morning prayer service, working in the lunchroom, running successful fundraising events and volunteering in classrooms whenever needed. This strong parental involvement creates a nurturing environment that enhances the academic and service-oriented aspects of our school.

Visitation initiated the Olweus Bullying Prevention Program to formalize our community's philosophy about responsible behavior. Through this internationally recognized program, a bullying no-tolerance policy was developed. The Olweus program empowers our students with the knowledge of what is appropriate behavior and encourages respect for all members of the community.

Student unity is emphasized through programs such as the Foundation for Inclusive Religious Education. Founded in 1996, F.I.R.E. gives children with special needs an opportunity to receive a Catholic education in their parish schools by providing special education paraprofessionals and by making other modifications to fit their circumstances. Giving these extraordinary students this opportunity enhances the education for all of our Visitation students.

There are long-standing traditions in our parish and neighborhood -- from the bagpiper who greets students each year on the first day of school to the amazing, school-wide, annual Olympics celebration -- that lend extraordinary charm to our school. For most students, these Visitation traditions began with their parents and even grandparents, who count themselves among Visitation alumni.

Visitation's sense of history extends to all of our students and our commitment to inclusion, unity and service to others provides a tradition-rich, academically excellent, Catholic education.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Every March, Visitation administers the Iowa Tests of Basic Skills (ITBS) — a standardized, nationally normed, wide-range achievement test published by Riverside Publishing Company — to students in grades four through seven. In addition, the Cognitive Abilities Test (CogAT) is given annually to students in the fourth grade. Visitation School provides testing accommodations for students with learning disabilities who have an Individualized Education Plan and require modifications such as extended time periods or oral testing. Scores for these students are included in the class averages.

The scores reported are as percentile ranks and grade equivalent. Visitation School consistently scores in the top 10 percent of all schools nationally on the ITBS. In addition, a year-to-year analysis shows Visitation students typically gain more than a year's knowledge in the course of a school year. The grade-equivalent scores for fourth - seventh grade show the significant reading growth students experienced. For example, the class of 2010 scored at a grade 6.6 reading level in the 4th grade, a grade 8.2 reading level in the 5th grade, a grade 9.7 reading level in the 6th grade and a grade 11.2 reading level in 7th grade in 2009. This class showed similar results in math, scoring a grade 6.6 math level in the 4th grade, a grade 7.7 math level the 5th grade, a grade 10.4 math level in the 6th grade, and a grade 11.8 math level in 7th grade in 2009.

In addition, Visitation has historically had a number of seventh grade students qualify for the Duke University Talent Identification Program. For example, in the 2008-09 school year, 72 percent of 7th grade students achieved this standing.

2. **Using Assessment Results:**

The ITBS provides data that measure student and class growth on an ongoing basis. Each year, Visitation's principal and teachers work together to carefully review test scores in all subject areas, identifying areas of strength and those that need improvement. If a school wide pattern emerges, an action plan is created and implemented. Several years ago, for example, it was determined through assessments that science was an opportunity for improvement at Visitation. To address this deficiency, a new science teacher was hired, and additional resources were allocated for science-related materials and equipment. As a result, scores have improved in this vital area.

Visitation teachers also use standardized test data to select instructional materials and to guide instructional decisions for the school, classes and individual students. Standardized test data also show growth from grade to grade, so parents are provided with individual student scores, and an interpretation of school-wide test results are posted on the Visitation School Web site at www.school.visitation.org.

Visitation uses a variety of assessment methods to interpret and improve student and school performance. For example, teachers use daily classroom participation, observation, class work, homework, written assignments, team and group work and written and oral tests. At biweekly grade-level meetings, teachers share standards of unified expectations, rubrics and writing across the curriculum. These tools help teachers monitor areas that need improvement and identify areas of strength.

3. **Communicating Assessment Results:**

Visitation communicates with parents about student performance in various ways. First, progress reports are sent home at mid-quarter, and report cards are sent home quarterly. Report cards include both an evaluation of academic achievement, effort and behavior, and teacher comments. The principal also reviews each student's report card and makes comments about performance and praises good work. The principal or the assistant

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principal also discuss with each student his/her report card and review goals for the next quarter. Second, parent/teacher conferences are held twice a year, usually in October and February, and students in grades five through eight are required to participate in the first conference. Third, parents and teachers communicate on an as-needed basis via written notes, comments in student agendas, e-mail, voicemail, and formal and informal conferences. Finally, teachers communicate with students as needed to discuss class, subject, and grade expectations.

The progress of students in kindergarten through eighth grade is monitored with curriculum maps, which are based on state curriculum standards. Using these standards, assessments are created and students are tested. These assessments include both those created by textbook publishers and online educational companies, and those generated by teacher observation and student performance. Test results are sent to parents for their review. Students who do not attain the assessment standards may be directed to programs such as tutoring, summer school, or remedial services.

The ITBS is administered to students in grades four through seven. It is given in early March, and results generally arrive by the first of May. Results are posted on each student's report card and permanent record. In addition, the principal receives a comprehensive report of school-wide results, which he shares with the School Advisory Council for use in long-term planning.

4. Sharing Success:

Our administrators and teachers take advantage of various opportunities to network and to share successes with other schools in the diocese. Vincent Cascone, our principal, is a member of the Diocese of Kansas City/St. Joseph Principals Association. He attends the Association's monthly meetings and relates Visitation's success stories. Jamie Koelsch, Visitation's assistant principal, attends diocesan vice-principal meetings, where she discusses the school's ideas, accomplishments, and projects. In addition, the administrators, in collaboration with the School Board, actively promote school programs and accomplishments to local media and community organizations. Parents receive the school's Weekly e-Newsletter, which contains information about upcoming events, school plans, student and alumni accomplishments, and a letter from the principal. Our teachers network and share success stories about Visitation in various ways. They share successes with other schools during diocesan in-service days. They relate successes to school parents in weekly newsletters that are posted on our school's Web site. They share curriculum success with colleagues through the curriculum-mapping program.

Granted the opportunity, Visitation School would celebrate and communicate the prestigious Blue Ribbon award by designing and executing an integrated marketing and communication plan. The plan would target the students and their families, the faculty and leadership with a kick off celebration of the accomplishment. The plan would extend to the parish families, the surrounding neighborhoods and the Kansas City community at large. It would also target the leaders and members of the Kansas City/St. Joseph Catholic Diocese as well as our city leaders. The marketing campaign would emphasize the school's pride in being designated a Blue Ribbon school and Visitation's commitment to academic excellence. Additionally, the Blue Ribbon Award will be utilized as a marketing tool to recruit new students and families. Visitation would proudly incorporate the Blue Ribbon logo in all its marketing and communication.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Religious Education: At Visitation, religion classes emphasize our core Catholic values. Old and New Testament scripture is studied in the classroom, along with Church tradition, morality and social justice. Religious education at Visitation goes beyond the classroom as well. Prayer Partners form bonds between our youngest and oldest students. Students participate in community service activities, they gather together for prayer services and each week come together to celebrate the liturgy.

Mathematics: Visitation's math program is spiraled and focuses on real-world problem solving. Technology, textbooks and visual aids are all utilized in our classrooms to develop critical thinking and computation skills. Our students build confidence with continuous skill review using worksheets and technology. Primary lessons are centered on a daily math meeting in which students work in pairs on real-world problem solving. In junior high at Visitation, students are offered advanced math classes including Algebra and Geometry.

Language Arts: The six-plus-one-trait writing rubric is used in all subject areas. In the primary grades, Language Arts instruction is a comprehensive program that includes reading instruction along with listening, speaking, writing and spelling skills. Parent volunteers work individually with young, emerging readers while students in grades five through eight enjoy reading novels in our literature based reading program. Students use the Accelerated Reading Program to determine individual reading levels.

Social Studies: Current events and geography are discussed in all grade levels. Students gain knowledge of other cultures and communities, American history, ancient history, economics, and governmental systems. Our students discuss the social class structure of America and compare it to other countries. Students also explore immigration into the United States and the challenges individuals faced in this "new world."

Natural Sciences: At Visitation, the science curriculum is based upon experimentation with use of the Scientific Method. Students analyze, observe, explore and discover with hands-on and inquiry-based labs to gain a broad appreciation for life sciences, environmental science, Earth and physical sciences. Students showcase their knowledge by participating in the Science Pioneer Science Fair.

Physical Education, Health, and Safety: Our students participate in activities and games that encourage fitness, team work and sportsmanship. Classes focus on health, wellness and understanding the human body. Each year, the students prepare for the school-wide Olympics. This year-end celebration of our students and their gifts and talents, encourages appreciation for healthy competition, other cultures and the tradition of the Olympics.

Spanish: Beginning in kindergarten, our students explore Spanish language and culture. Through the language immersion approach, students learn listening, comprehension and verbal skills. In Junior High, students meet each day to increase focus on grammar, fluency and knowledge of Spanish traditions and society. Visitation School is in compliance with the Blue Ribbon Schools program foreign language requirements.

Fine Arts: Our music and art curriculums encourage appreciation of fine arts across time and cultures. Each year, students enjoy a fine arts field trip to a ballet, theatre, or opera venue. Art classes encourage creativity through a variety of mediums and combinations. The history of music and art with lessons on famous musicians and artists are incorporated into classes. Students in upper level classes gain insight into art critique and production. Visitation's annual Christmas Program and Student Musical showcase the musical gifts and hard work of our students.

Technology: Technology is utilized in all subject areas and at all grade levels. Beginning in kindergarten, students and teachers use Smart Boards and computers for daily lessons. Students in grades one through eight participate in the Technology Center curriculum which integrates lessons from language arts and mathematics. Students learn basic use of the computer, navigation of the internet and utilize popular software programs for projects.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Visitation students in grades kindergarten through four use the Wright Group series, a complete literacy program that incorporates phonics, shared reading, guided reading, and writing skills. Students develop phonemic awareness, decoding, word recognition, vocabulary, and comprehension. Students in grades three through five reinforce previously learned skills. They also develop higher-level thinking through study and discussion of pieces from our reading texts and assigned novels. For students in grades six through eight, Visitation uses the Glencoe Literature Reader's Choice program. It was chosen by teachers and administrators because it focuses on reading and writing as paired skills. Together, these programs provide instruction in literary elements and genres, vocabulary and spelling, listening and speaking, research and study, the writing process, writing traits, and grammar. An array of novels also complements the literature program by reinforcing skills and themes from the Reader's Choice series.

At Visitation, we are committed to helping our students become life-long readers. We believe that reading is more than a school activity; it is an essential "life" activity. Thus, in all grades, our curriculum emphasizes independent reading, and we use programs such as Accelerated Reader, Book It, and Book Bites.

For our students who need remedial support, Visitation provides resource services such as Title I and the Essential Learning Systems Lab. ELS is an individualized program that incorporates multi-sensory instruction and computer technology. Our instructor uses a therapeutic approach, with activities that link visual, auditory, and motor-kinesthetic pathways. Our ELS Lab was one of fifty schools chosen for the Exemplary Lab Status Award. The award, which was received in October, is based on students' gains in reading scores, the reporting of these scores to Creative Education Institute, motivational techniques used in the Lab, and how well the program is tailored to individual students' needs.

3. Additional Curriculum Area:

Visitation takes pride in knowing that we are not only developing our children to have success academically, we develop them socially as well, to be kind, giving and respectful people.

Our Social Studies and Language Arts programs have been enhanced by the introduction of the Olweus Bully Prevention Program. This program deals with discrimination, ageism, racism and bullying prevention. Our teachers have integrated this program into their classrooms to make it truly school-wide. Novels have been chosen at all grade levels that will stimulate thought and generate discussion about these difficult topics. The *Year of the Boar and Jackie Robinson*, read by our 5th graders, deals with prejudice, cultural differences and immigration issues. *The Outsiders*, read in 7th grade, deals with bullying, homelessness and class discrimination. The students engage in discussions about how a new student might feel like the main character in the *Year of the Boar and Jackie Robinson* and share what groups of students, might today, identify with the Greasers in *The Outsiders*.

The idea of community service has been embraced by our students who logged over 7,000 hours of service just last year. Every year for the past five years, nearly 30 of our students have logged 50 to 100 hours each. These exceptional volunteers have been recognized with The Presidential Service Award from the Points of Light Institute.

Students are introduced to the concept of philanthropy in Social Studies and are offered the opportunity to serve on Visitation's Junior Board. The Junior Board receives applications from local charities for grant money. Over the past 5 years the board has awarded 23 grants to Kansas City not-for-profit organizations totaling over \$25,000.

4. Instructional Methods:

Visitation recognizes that each student is unique. Individual differences are respected and nurtured while each student develops to his or her fullest potential. Teaching methodologies, through Differentiated Instruction, encompass learning styles, multiple intelligences, critical thinking, and emotional growth. With guidance from our assistant principal, who has been certified as a Differentiated Instruction trainer, our teachers ensure equal learning opportunities with techniques such as small group learning, cooperative learning, experiments, role playing, listening, and learning centers.

Visitation has a Student Assistance Team that consists of a counselor, a special education teacher, and resource teachers with specialties in math, reading, and study skills. The team assists teachers and parents by conducting observations, screenings, and assessments to structure modification plans to meet student needs.

Technology is a vital part of Visitation's learning environment. From kindergarten through eighth grade, students use technology for research, instruction, project preparation, and presentation in all subject areas of our curriculum. Classrooms in all grade levels use ActivBoards to create lessons that enhance student interest and participation. This technology enables our teachers to expand the creativity and content of lessons. Alpha Smarts is also used as a supplemental tool to enhance student writing and to adapt lessons for students with specific learning needs such as dysgraphia. The Essential Learning Systems program is another technological tool that is used to address student delays or learning disabilities in reading and language. This lab allows students to receive individualized reading instruction tailored to their specific needs.

To meet our goal of being child-centered, Visitation is committed to the early diagnosis of and intervention in any learning delays. Early diagnosis is vital to ensuring success, to developing confidence, and to creating a secure working relationship among students, teachers, and parents. Visitation strives to recognize the uniqueness of all students and to nurture them to their fullest potential.

5. Professional Development:

Visitation provides a number of ways for its teachers to enhance their teaching strategies and instruction methodologies. Six in-service days are reserved in our annual calendar for team building, for workshops on topics that relate to our current goals, or curriculum mapping. Teachers also attend workshops that promote better understanding and encourage best practices in areas such as ActivBoards, writing skills, technology, and teaching across the curriculum.

The school provides funds for teachers to attend local workshops, state and national conferences, and to subscribe to various educational magazines. The fund also offers teachers a stipend that is payable upon completion of a masters degree program. In fact, 23 of our teachers have obtained their masters degree, with two more currently working toward this achievement. Our principal and assistant principal are currently working toward their doctorate degree and both expect to complete their program within the next year.

Visitation participates in a program that helps special needs students in our classroom. This program, funded by the **Foundation for Inclusive Religious Education**, offers strategies and guidance for our teachers to better address the needs of students who are severely learning or physically disabled. In addition, our Student Assistance Team also assists in identification of students who need additional help.

The commitment of our teachers to their professional development has a direct and immediate benefit on Visitation students. Teaching strategies are flexible but based upon sound curriculum principles; the

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instruction methodology gives each student the best possible chance to excel. Students and families benefit from the example of lifelong learning that is modeled by our teachers.

6. School Leadership:

Visitation Parish is led by our pastor, Fr. Patrick Rush. He is ultimately responsible for all activities within the parish. In regard to the parish school, he takes the lead role in faith formation and sacramental programs. He entrusts the leadership of the school and all academic programs to our school administration.

As the instructional leaders of the school, our principal, Vince Cascone, and assistant principal, Jamie Koelsch, assure that research-based practices are implemented in all areas of curriculum delivery. Both our principal, through St. Louis University, and our assistant principal, through Walden University, are participating in doctoral programs that are research-focused. These experiences have led to the implementation of Professional Learning Communities (PLCs), which focus directly on the improvement of student learning in our school. These PLCs have created more attention to assure that school policies, programs, relationships and resources are directly correlated to student achievement through a learner-focused curriculum.

A collaborative approach to leadership has been implemented through such committees as the Building Leadership Team, made up of faculty members, and the Academic and Student Life Committee, made up of school parents. This approach has led to a rich dialogue on providing the best academic program for our students. The School Ministry Team (School Board), although advisory in the governance structure, takes an active role in policy decisions that affect academic programming.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4850</u> K	<u>\$4850</u> 1st	<u>\$4850</u> 2nd	<u>\$4850</u> 3rd	<u>\$4850</u> 4th	<u>\$4850</u> 5th
<u>\$4850</u> 6th	<u>\$4850</u> 7th	<u>\$4850</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 4659 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 4100
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
1 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	87	88	88	88
Number of students tested	63	57	57	55	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	0	0	0
Percent of students alternatively assessed	3	4	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	85	87	85	88
Number of students tested	63	57	57	55	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	0	0	0
Percent of students alternatively assessed	3	4	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	89	82	88	86
Number of students tested	52	57	57	60	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	4	0	2	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	85	86	92	83
Number of students tested	52	57	57	60	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	4	0	2	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	88	88	87	93
Number of students tested	55	56	59	45	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	2
Percent of students alternatively assessed	0	2	0	0	3
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	86	90	81	83
Number of students tested	55	56	59	45	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	2
Percent of students alternatively assessed	0	2	0	0	3
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	85	83	91	88
Number of students tested	58	61	45	63	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	3	2	0
Percent of students alternatively assessed	2	0	7	3	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	86	82	86	86
Number of students tested	58	61	45	63	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	3	2	0
Percent of students alternatively assessed	2	0	7	3	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes: